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The Art Part of Language Arts

A Collection of Art Projects that Correlate With Each Story in the Third Grade Houghton-Mifflin Anthology
By Victoria (Tori) Gonzalez, Liberty Elementary
Santa Maria-Bonita Unified School District

Theme 3

Story Title Dogzilla

Art Project “Torn Paper Monster”

Story Summary: The dreadful Dogzilla destroys the streets of Mousopolis, ruining the city’s cook-off. Brave mice attack, but Dogzilla’s terrible doggy breath defeats them. Finally, the mice come up with a better plan – BATH TIME! Dogzilla flees, and Mousopolis is saved, at least until next year.

Houghton- Mifflin Teacher’s Edition – pg. 257B

Materials:

Construction paper for the background
Construction paper scraps
Glue Sticks

Directions:

1. Model how to tear paper into shapes (this is difficult for some)
2. Pass out background paper and scraps
3. Have students tear paper to create a monster, like Dogzilla
4. Set papers in place and glue
5. No scissors allowed!

Optional Writing Assignment:

Write a story about the adventures your monster has.

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Theme 3

Story Title

The Mysterious Giant of Barletta

Art Project

“Map of the Town”

Art Standard 1.3 Describe and identify how foreground, middle ground and background are used to create the illusion of space

Art Standard 2.3 Paint or draw a landscape, seascape or cityscape that shows the illusion of space

Story Summary: The town of Barletta faces destruction until Zia Concetta asks the town’s giant statue for help. With a clever idea, help from the townspeople, and an onion, the giant outwits the army and restores peace.

Houghton-Mifflin Teacher’s Edition – pg. 289O

Materials:

Houghton-Mifflin Teacher’s Edition - pg. 311

Paper

Markers or crayons

Directions:

1. Refer students to the assignment on page 311 of their anthologies
2. Instruct students to draw a birds-eye view of Barletta.
3. You may want to show an example of birds-eye view.
4. Pass out papers and let students go to work.

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Theme 3

Story Title Raising Dragons

Art Project “Clay Dragons”

Art Standard 2.5 Create an imaginative clay sculpture based on an organic form

Story Summary: A young girl hatches and raises Hank, a dragon, on her family’s farm. Hank helps out, but soon the girl realizes she has to find him a new home. She says good-bye to Hank on Dragon Island, but returns to the farm with a new batch of dragon eggs. After all, raising dragons is in her blood.

Houghton-Mifflin Teacher’s Edition – pg. 316A

Materials:

Salt Dough Recipe or Salt Dough Recipe

2 C. Flour	4 C. Flour
1 C. Salt	2 C. Salt
Water	2 Tablespoons Oil
	2 C. Water

Toothpicks
Index Cards

Directions:

1. Pass out an index card to each student.
2. Have them put their names on the card. Students will put their dragons on the cards to dry.
3. Pass out a lump of clay to each student.
4. Pass out toothpicks to attach dragon parts (toothpicks can be broken in half)

Teacher Tip:

The students made these dragons and had them dry overnight. The next day I came into the class and all of the body parts had fallen off. I think attaching parts with toothpicks will prevent this from happening.

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Theme 3

Story Title The Garden of Abdul Gasazi

Art Project “Sketch a Dream Garden”

Art Standard 2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space

Story Summary: One day Alan is walking Fritz, Miss Hester’s dog. Fritz disappears into a garden owned by Abdul Gasazi. Gasazi tells Alan that Fritz is now a duck. Alan believes him, only to find that Fritz has already returned home – as a dog. Gasazi’s story was a trick – or was it?

Houghton-Mifflin Teacher’s Edition pg. 348A

Materials:

Paper
Pencils
Erasers
Anthologies

Directions:

1. Have students look at page 349 of their anthology. Point out that the giraffe is in the foreground and the large trees are in the background. On page 354-355 the flowers are in the foreground, the trees in the background. Page 362-363 the railing is in the foreground the evergreen trees in the background.
2. Explain to the students that when they sketch their garden they’ll begin with the objects in the foreground and those objects will be larger than the other items in the drawing.
3. Remind students that when they sketch they draw lightly and erase the lines that are not needed.
4. Pass out papers and have students draw their dream garden.

Teacher Tip:

A discussion about gardens may need to precede this project. Also, sample photographs of gardens would be helpful.